2:Lewis E-5 (1943-1948)1951 NU37 Tepoztlan NU37

484 823 [467] purposes, religious pilgrimages, or political reasons. Tepoztecans know what towns are to the north of the state of Morelos and have a pretty good notion of the products produced in the various parts of the state. Their work on haciendas to the south has also given them some familiarity with this part of the state. Some Tepoztecans are related by ties of marriage and *compadrazgo* with families in other parts of the state of Morelos.

619 648 There is an increasing identification of Tepoztecans with the Mexican nation and with the state of Morelos. The factors which relate the villagers to these larger entities are cultural, administrative, religious, political, and economic.

CULTURAL FACTORS

619 872 Perhaps the most important and decisive of the several cultural factors—the school, cultural missions, books and newspapers, the literacy campaign, and the movies—which tend to make for the formation of a sentiment of *mexicanidad* or Mexican nationalism is the school, where the younger generation learn about the history, geography, and economy of the country as a whole, and where a conscious effort is made to instill love of country.

THE SCHOOL

[648] The school became more effective after the early twenties when the schools of the state of Morelos were federalized by means of a special agreement between the state and the nation. This led to the standardization of texts and teaching methods. But more important, the school personnel was recruited from various parts of [875] Mexico rather than, as formerly, only from the state of Morelos. Since that time, Tepoztlán has had teachers from Yucatán, Jalisco, Nuevo León, and many other states. These teachers have different backgrounds and expose the children to the customs and sentiments of their respective regions. Thus, in the programs organized in the school, pupils have had the opportunity of seeing teachers dance the *jarabe tapatío*, the *raspa veracruzana*, and the *jarana yucateca*.

Squadron 201, the new school building named after a squadron of Mexican aviators who fought in the Philippines in World War II, stands as a symbol of *mexicanidad* to Tepoztecans. The school was constructed with national funds upon the direct order of President Avila Camacho in response to the request of a [729] Tepoztecan who was a member of Squadron 201. Upon the return of the squadron to Mexico, President Camacho organized a public reception and at this time invited each member to ask for what he desired. The majority of the men asked [554] for subsidies for their families, but Angel Bocanegra asked for a school for his village. Because of this he has become a great hero in the village, and among the [186] younger generation has taken the place of the older regional and village heroes of the Revolution.

The school not only stimulates Mexican nationalism, but is also a powerful factor in developing the feeling of being a Morelense. The school teaches the geography and economy of the state in some detail. The text on the geography of